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ABSTRACT

This manual attempts to provide practical and useful linguistic information for classroom teachers and classroom aides in bilingual programs, K to 12. It stresses the importance of teamwork in any bilingual program, a team consisting of teachers, aides, volunteers and student tutors. The goal of the manual is to help teachers and aides become more effective in bilingual programs by means of the following objectives: (1) recognition of the positive advantages to the learner and society resulting from bilingual education; (2) awareness that to teach bilingually, one must first know: (a) what language is, (b) that language has rules, and (c) that language and culture are inseparable; (3) awareness of the various approaches to teaching/learning language in bilingual programs; (4) respect for the child's language(s); (5) recognition of available resources; (6) recognition that language is learned through experiencing, listening and speaking, prior to reading and writing; (7) recognition that initial instruction must occur in the learner's dominant language; and (8) recognition that language is in a constant state of change. (Author/CFM)

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Language and Bilingual Education

by

David S. Siegrist
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WHAT IS A CHILD? *

A child is a unity, a totality, a whole. What affects a single aspect affects the whole child.

•

A child is unique, irreplaceable, and of great worth.

•

One can understand a child only if the child is willing and able to share with others.

•

In attempting to understand a child, the observer's own perceptions, experiences, and insights play a decisive role.

•

Within each child there exists a positive growth-seeking force motivating the child to attain maximum self-development.

•

Each child must be encouraged to reach full self-development in order to find meaning in life. Self-dependent and interdependent, the child needs others and, in turn, is needed by them.

•

By nature, the child is neither good nor bad, but is shaped and changed through interactions with others.

•

The child has freedom to choose courses of action and, therefore, must learn the limits of freedom, along with responsibilities of that freedom.

•

Thus, each child is unique and has need for his fellow man in order to find a purpose and meaning in life.

* Adapted from a paper submitted to the MMMDC by Dr. Anis Quidwai, Dean of Education, Fort Wright College, Spokane, Washington.

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PREFACE

This manual attempts to provide practical and useful linguistic information for classroom teachers and classroom aides in bilingual programs, K to 12.

Within any bilingual program, there must be a team effort of teachers, aides, volunteers, student tutors, to meet the needs of the students. To be effective, all educational programs must be well-directed and take advantage of available resources and skills.

In any bilingual program, initial instruction must occur in the learner's dominant language because language learning takes place in the following logical sequence:

1. What I experience, I can talk about.
2. What I can talk about, I can write about.
3. What I can write about, I can read.

Effective teaching/learning must be participative, not passive. Learner-centered education is the best way to meet the needs of the individual student.

The goal of this manual is to help teachers and teacher aides become more effective in bilingual programs by means of these objectives:

1. Recognition of the positive advantages to the learner and society resulting from bilingual education.
2. Awareness that to teach bilingually, one must first know:

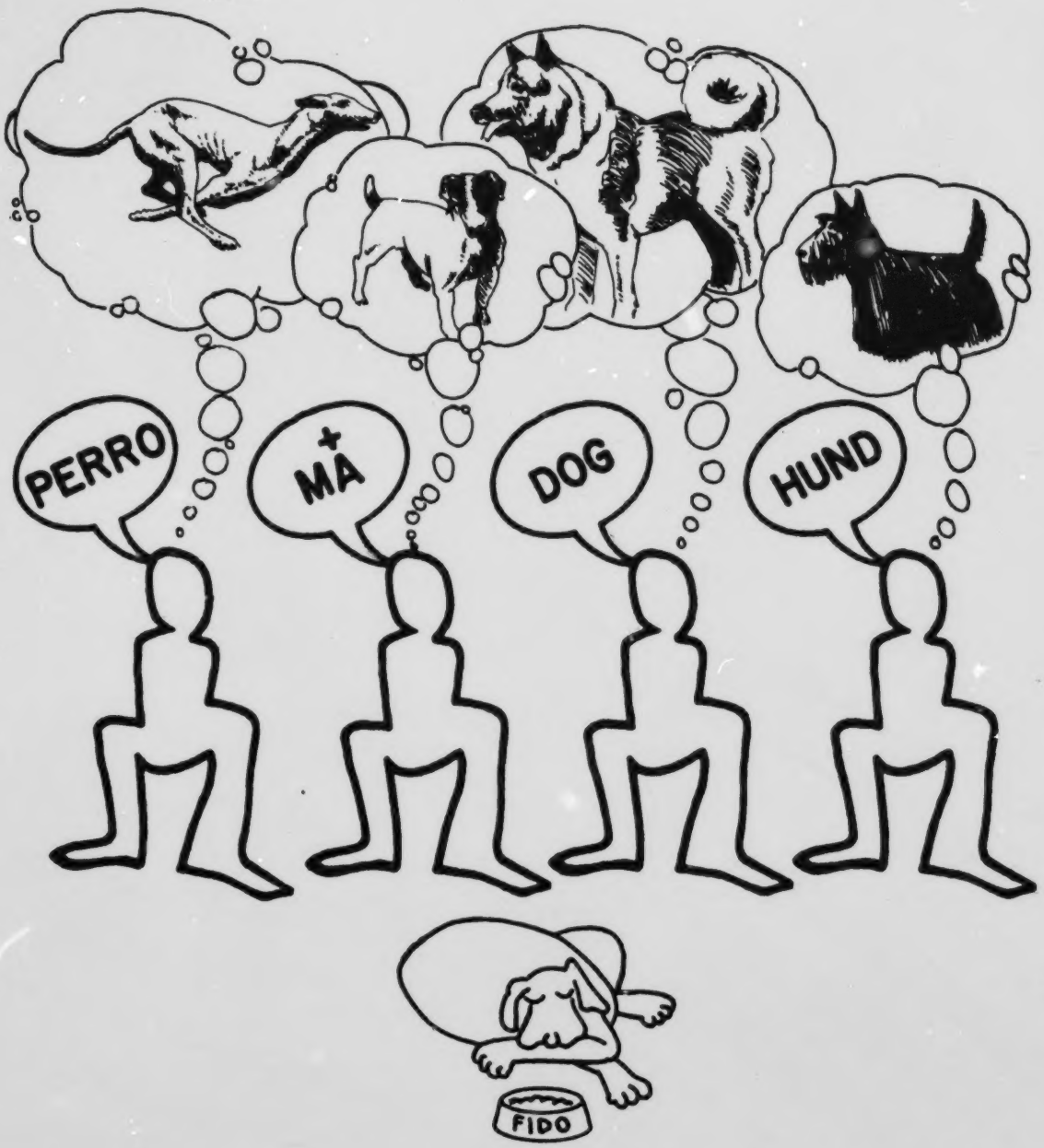
   (1) What language is, (2) that language has rules, and (3) that language and culture are inseparable.
3. Awareness of the various approaches to teaching/learning language in bilingual programs.
4. Respect for the child's language(s).
5. Recognition of available resources.
6. Recognition that language is learned through experiencing, listening and speaking, prior to reading and writing.
7. Recognition that initial instruction must occur in the learner's dominant language.
8. Recognition that language is in a constant state of change.

INTRODUCTION

To establish a common ground of understanding, it is necessary to first define bilingual education. Simply, it is the teaching/learning of some or all subjects in two languages, one of the two languages being English since our scope is limited to the United States of America.

In a Spanish/English bilingual program, the learner whose home language is Spanish can learn in both Spanish and English, while the learner whose home language is English can learn in both English and Spanish. Therefore, English as a second language and Spanish as a second language will be in the curriculum.

It is commonly accepted that education must meet the total needs of the individual, offering opportunities for the fullest development of each learner's potential. This is why there is a national commitment to bilingual education in this country. Funds for bilingual education are for: (1) materials design, development, and evaluation, (2) dissemination of research data and materials, (3) intensive training for teachers and aides. The commitment to bilingual education is strong at state and local levels, wherever the need for bilingual programs is shown.


PERRO
MÅ
DOG
HUND
FIDO

1

Is being bilingual of value?

Bilingualism makes possible the active participation in two or more cultures. Experiencing two cultures serves as a link to all cultures. Bilingual people are potentially the most well-prepared to develop a new, non-ethnocentric style of social interaction. This means that the bilingual person can be more open, with a more receptive, real view about himself and other people.

Bilingual people can more easily recognize that differences between cultural groups and nations are not so shockingly dramatic, incomprehensible, and irreconcilable after all.

Bilingualism helps to prevent making good and bad value judgements, stereotypes, and sweeping generalizations about oneself, one's own cultural group, and the cultures of others. The language habits of our community help determine our interpretation of all that we see, hear, feel, and experience. Bilinguals can interpret experiences using two modes of thought, two views, a greater world view. The bilingual person can experience a richer, more profound life, with greater social contacts and cultural interactions. Bilingualism facilitates the sharing of cultures through communication with others and common understanding.

2

Is being bilingual practical?

In view of the present state of the world, the bilingual person is more in tune with times. We are experiencing an ever-rapid growth in communications media, such as satellite television, short wave radio, foreign films, and international travel. The expansion of international business firms such as ITT, Datsun, General Motors, Sony, Philips, Kelvinator, Shell, Kraft, etc., shows that more peoples from all nations are in contact. The existence of international organizations, such as the World Bank, the OAS*, UNESCO*, OPEC*, NATO*, the Common Market, the Warsaw Pact, is indisputable evidence of ever-greater cultural contact and interaction across national boundaries, involving social, economic, political, military, scientific, and scholarly themes. The increasing mobility of peoples within communities and regions--even across borders--effectively demonstrates that more and more cultures and, hence, languages are in contact. Knowing two or more languages is unquestionably of great practical value. Journalists, government officials, teachers, students, Peace Corps workers, missionaries, business men, and corporate employees all demonstrate the need for being bilingual, if not trilingual.

---

*ITT - International Telephone and Telegraph

*OAS - Organization of American States

*UNESCO- United Nations Educational, Scientific, and Cultural Organization

*OPEX - Organization of Petroleum Exporting Countries

*NATO - North Atlantic Treaty Organization

3

What is language and what is its purpose?

Language is the system of sounds and words that allows us to communicate. Through language we put order and meaning into our world. Through language we experience and interpret objects, events, abstractions, settings and relationships. To communicate with others our own personal view of reality, we need and must use language.

A baby first hears sounds around it. Then it begins making sounds, any of the sounds found in any spoken language. Quickly, it learns the sounds and simple words used by the older people around it. It very soon masters the grammar of language: how to put words together. In order to communicate its needs and wants, the baby must learn the language or languages of its home.

As shown in the above sketch, communication is a two-way process with a sender and receiver.

Language is used to communicate, to send verbal messages and receive them. Within all of us there is a great range of language, depending on interests and experiences. We first experience reality and to talk about that reality, we use words. But words are not reality, they are only symbols, a step away from a mental picture, two steps away from reality.

For most of us, words tend to take on a reality of their own. Let's consider one person's reality of the word work . Dr Ruben Gallegos, Superintendent of Schools at Edinburgh, Texas, was asked how he spent time relaxing. He replied, "I know how to play tennis and other sports, but my hobby is work."

Do all of us share Dr. Gallegos' personal meaning of the word work? All of us commonly talk without first defining our words and assume that we agree on their meaning.

4

How are values and language related?

Have you ever stopped to analyze your own values? What are they? Where do they come from? Do they ever change?

How might you have completed the following statements and questions as a child? Would your answers be the same now that you're an adult?

1. I eat...

   ___dogs ___snails ___squid ___hamburgers ___pork ___spinach

2. I would avoid staying in a hotel room number 13.

   ___yes ___no

3. I would want more than one wife/husband at the same time?

   ___yes ___no

4. A balut is an egg that has been buried for two weeks.

   I would___
   eat one
   I would not___

5. You're at a party and everyone is sitting in a circle.
   Everyone has sung a solo, their favorite song.
   It's now your turn to sing.

   I would___
   sing a solo
   I would not___

6. How would you greet a friend of the same sex?

   by:

   ___shaking hands ___embracing ___kissing

7. Consider yourself in the following situations:

___in a court room ___at home ___at a party ___at school

___at sports events ___at a job interview ___talking to a police officer

I would___

use the same kind of language.

I would not___

8. Which of these would you consider the best English as spoken by native English speakers from these areas:

Please rate your preferences from 1 to 8 (8 is the highest).

___Brooklyn ___Southern United States ___Midwest

___California ___New England ___Boston ___Great Britain

___Canada

9. Which of these would you consider the best Spanish as spoken by native Spanish speakers from these areas:

___Argentina ___Arizona ___Cuba ___Mexico

___Puerto Rico ___Texas ___Madrid ___California

Your answers to the above help to show some of your values and how they affect your attitudes toward language. There is a great variety of possible answers, depending on your age, nationality,

religion, sex, social and economic position, and personal beliefs.

Where do your values come from? They were communicated to you through langdage by your family or developed by your own experiences, using language.

Your use of language shows a great deal about you. Rightly or wrongly, many people judge you through your language: the grammar you use, your choice of words. Often, ideas and opinions are rejected only because of the type of language used to express them.

People do have definite attitudes toward language. There are many people who react negatively to a Southern drawl or Mid-western style of speech. Often, one hears that "real" English is spoken in Great Britain or "pure" Spanish is spoken only in Spain.

But, there are noticeable differences in language between nations and regions. Vocabulary may be different, so that what are called potatoes in California are called fritters elsewhere. El papalote may be called la cometa somewhere else. Individual words may be pronounced differently, so that Cuba is often said "Cuber" in Boston.

In many areas, the Spanish word pues is often pronounced pos. Even speed rates of speech differ across regions and individuals, with some people speaking faster than others. Does slower speech really show lesser intelligence on the part of the speaker?

What measures or standards are used to determine good and bad language?

Notice how differently each of the following languages puts words together to say the same thing:

English:	Aux. Do	Pro you	V. see	Art. a	Adj. green	N. bird?
German :	V. Sehes	Pro. du	Art. einen	Adj. grünen	N. Vogel?	
Thai :	Pro. คุณ	V. เห็น	N. นก	Color สี	Adj. เขียว	Question Word ไหม
Spanish:	V. ¿Ves	Pro. tú	Art. un	N. pájaro	Adj. verde?	

Key:	V. is verb	Pro. is Pronoun	Art. is Article
N. is Noun	Aux.	is Auxiliary Verb	Adj. is Adjective

Each of the above simple questions involves a complex use of rules. All are unique in some way. Three require verb conjugation. In two examples, we know that "you" is singular and well-known to the speaker. Three questions are clearly in the present tense. In two instances, the adjective "green" comes before the noun and indicates a singular noun will follow. In one case, "green" follows a special word that denotes color will follow.

What happens if we change the order of words? Consider:

English
Do you see a bird green?
Do you a green bird see?

Spanish
¿Ves tú un verde pájaro?
¿Un pájaro verde ves tú?

Do the same words, put in a different order still make sense? Why? or Why not?

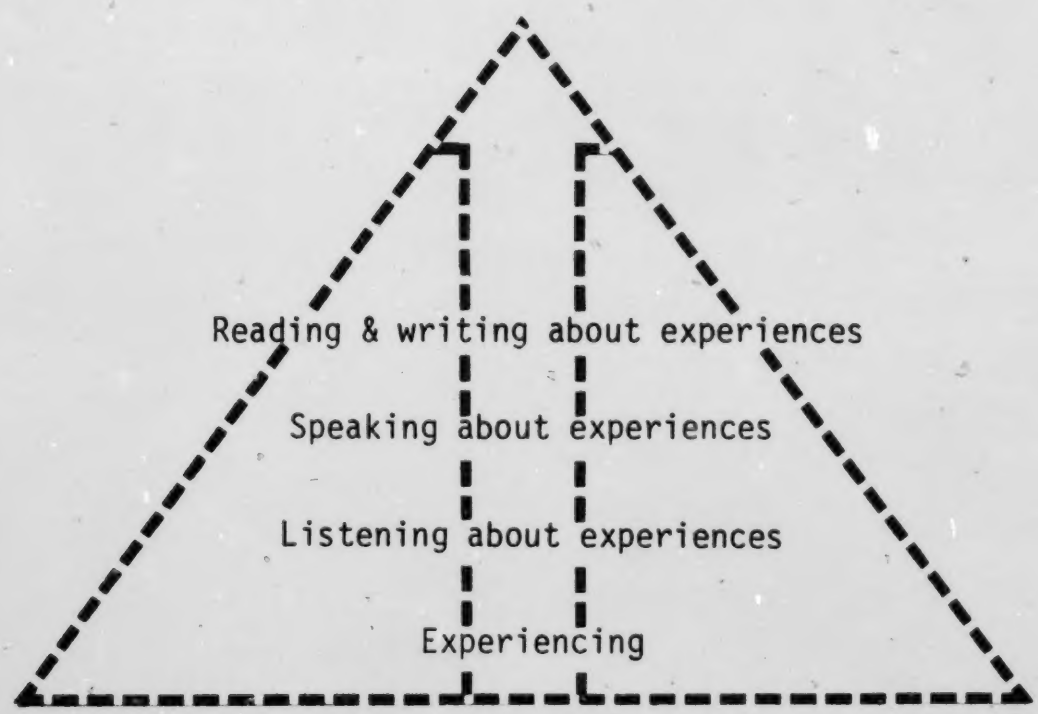
Because language has rules! Language has order!

In every question, the word order carries a special meaning. Every example has a special intonation pattern, or how the speaker's voice must rise and fall. One of the examples is a tonal language, with each word having a special tone, like in a musical scale. A change of tone changes the meaning of each word.

Listen to a young child and you will see how language is learned. First come the names of nouns: people, places, and things. Next come the verbs. Through imitation, the child quickly learns the rules of the language. Instead of car car, the child soon begins to say two cars.

To learn language, at whatever age, the learner must experience and explore. The baby is fascinated by the surrounding world: it touches, tastes, smells, squeezes, moves, listens, looks, and says at every opportunity, not merely once, but again and again.

From experiencing as real as possible, language is learned. The next stage is listening about experiences. Speaking about them follows. Then come reading and writing. The following triangle shows how language learning starts from a base of experiencing and leads to literacy:



5

What is the range of language dominance and proficiency?

A learner brings to school a unique language pattern, depending on his home setting and experiences. For any individual there will be a difference of ability to use language in different situations. Some learners may speak two languages very well but read very poorly in one or both languages. Many bilingual learners do not read in the second language because only recently have our schools begun to include a second language in the curriculum.

It is important to consider the comparison of language(s) used in the home, with langauge(s) used in the school.

A comparison of language(s) in the home and school

Language(s) Used in the home		Language(s) Used in the school
One language	(that is one of the)	school languages
One language	(that is not one of the)	school languages
Two languages	(that are both)	school langauges
Two languages	(one of which is a)	school language
Two languages	(neither of which is a)	school language

The relationship between home language use and school language use is a highly significant factor in bilingual education.

Within a Spanish/English bilingual program, then, there may be a wide range of language levels. The following chart shows the possible range of learners' language:

____Monolingual English students	(fluent in listening/speaking of English, different levels of literacy in English)
____Monolingual Spanish students	(fluent in listening/speaking of Spanish, different levels of literacy in Spanish)
____Limited English students	(Spanish dominant, beginning to learn English language arts skills)
____Limited Spanish students	(English dominant, beginning to learn Spanish language arts skills)
____Bilingual students	(fluent in English and Spanish, different levels of literacy in English/Spanish)

The above categories can only be used as a general guide because there is such a range of ability <u>to use</u> language.

For all of us, there is a great range of ability to use even a single language. Each profession has a special vocabulary: factory workers, taxi-cab drivers, doctors, teachers and aides, policemen and real estate agents have a special language. Each hobby also has a special vocabulary: stamp collecting, golf, tennis, hanggliding, model airplane building, and archery use certain words.

Do you know all the special words used in the above professions and hobbies? Do you have the need or interest to know right now? Are you proficient using your language(s) in all situations? Isn't language learning a lifelong process?

6

Do attitudes affect language learning?

In language learning, attitudes play a decisive role: the learner's attitude toward the teacher, the learner's peer group, parents, and speakers of the language influence the learner's wanting to learn a language and learn in a language. Teacher attitudes towards a learner's ability often determine the learner's degree of success, just as teacher attitudes towards the languages in a bilingual setting can influence the learner's willingness to learn. For example, a teacher may view a local dialect as "inferior" and somehow impure. From a linguistic reality, such an attitude is improper and unfounded. What standard is used to rate a language?

Understandably, the learner's attitude toward language is influenced by several factors, one of the most important being the roles of the languages in school. The status of the languages comes from how they are used, both where, when, and how often.

How is the curriculum content delivered in both languages? How much time is given to each language? If subject matter content is predominantly taught in one language, the student may view the other language as less important, less relevant to personal needs, and of less worth.

Are directions and explanations given mostly in one language, at the expense of the second, or are both languages used nearly equally? If directions are given mostly in one language, the learner may infer that the second language is less significant.

In the matter of discipline, language use also communicates relative importance of the two languages. If discipline is carried out mainly

through the second language, the student may develop a negative attitude toward that language.

Also, are home notices, school bulletins, and report cards written in both languages? The answer to this question helps show the status of the two languages.

Furthermore, do academic personnel and administrative staff express themselves in both languages? Very quickly and subtly, the learner can and will judge the actual roles of the two languages. Motivation to learn in a given language is largely determined by the learner's personal values placed on that language, values learned through experience.

One of the most significant factors in language learning is the learner's attitude toward speakers of that language. The greatest success in bilingual/bicultural education is wanting to interact in both languages.

Teachers and aides can help motivate the student to learn by offering real experiences, first-hand exposure to cultural elements of the two languages: art, music, theatre, games, dances, national costumes, holidays, and foods. Learning to sing songs, act in plays, paint, dance, prepare and eat foods are ways to gain experiences in another culture, while learning language at the same time. Such activities provide opportunities for participation of school and community volunteers. Older children can help teach younger children. Community volunteers can come to school and demonstrate dances and preparation of foods.

7

Significant factors motivating students to learn another language through language experiences

The following are deemed significant factors motivating the student to learn another language:

1. Positive attitude toward being proficient in two languages

   Such awareness has great implications for personal growth and development. Success in learning to master two languages can lead to pride of accomplishment, a very healthy self-concept.

2. Experiencing usefulness of two languages

   This includes the ability to speak and communicate with others, to read and write, to enjoy tv/radio, to enjoy music in two languages. At the present time, there exists a Spanish International Network of television stations in the United States of America. Additionally, there are at least 130 radio stations broadcasting in Spanish on a daily basis. In Los Angeles, several television stations broadcast some programming in Japanese, Korean, and Chinese, while many radio stations in the area broadcast programs in Portuguese, German, Polish, Gaelic, and Italian.

3. Career uses

   The student, particularly the adolescent, will be much more motivated to learn both languages when impressed with the fact that being bilingual is a tangible, marketable skill--a national resource.

4. Attitude toward local language use

   The student will be more motivated to learn both languages if special local forms are accepted, as indeed they must be, as legitimate forms of communication.

8

What kinds of bilingual programs are there?

There is a wide range of bilingual programs because of the different purposes of each program.

English as a Second Language(ESL) is not a type of bilingual program. If a school offers only ESL, then it is providing monolingual instruction. ESL programs are intended to teach English to limited and non-English speaking learners. Students in such programs lose out instructionally until they gain proficiency in English. Determining proficiency is a difficult, inexact process requiring great skill.

1. One type of bilingual program is the Dual Language Maintenance/ Development Program. In a program of this type, the learner receives full instruction in two languages. This approach provides for the development of proficiency in using two langauges in speaking, reading, and writing.
2. The second type of bilingual program is termed the Mainstreaming/Transfer Program. In this type of program, the learner's home language is used for instruction only until proficiency in English has been attained. Then, the learner moves into the regular instructional program, totally in English.

Depending on resources available, there can be a variety of bilingual/ biliterate programs within a state, a school district or a single school.

9

How is teaching/learning done bilingually?

Effective teaching/learning comes through the maximum use of time and available human and material resources. In the teaching of subject matter bilingually, certain questions have to be answered:

a. Will all subjects be taught in both languages?

b. Will certain subjects be taught only in one language?

c. What human and material resources are there?

d. What methods will be used?

e. What time scheduling will be used?

The answers to these questions help determine the nature of the bilingual program.

10

How is subject matter taught bilingually?

From the outset, curriculum planners, teachers and aides, must decide to teach subjects in one or two languages. For example, mathematics may be taught as follows:

1. Mathematics in English only, with certain subjects in Spanish only.

2. Mathematics in Spanish only, with certain subjects in English only.

3. Mathematics in both English and Spanish.

Below is an example of mathematics materials developed for teaching in English and/or Spanish. The format allows for teaching/learning in only English; in only Spanish; or in both English and Spanish.

8.0102: Mark the box that has fifty-seven in it.

Marca el cuadro que tiene el número cincuenta y siete adentro.

A	B	C	D
37	75	~~57~~	53

8.0103: Mark the box that says 7 is more than 3.

Marca el cuadro que dice que siete es mayor que tres.

A	B	C	D
7=3	7<3	~~7>3~~	7≠3

In any subject area, initial teaching/learning of concepts must occur in the learner's dominant language. For example, the names for colors, should be learned first in the dominant language:

red, green, blue, white (Monolingual English speaker)

rojo, verde, azul, blanco (Monolingual Spanish speaker)

red, green, blue, white (Bilingual speaker, English dominant)

rojo, verde, azul, blanco (Bilingual speaker, Spanish dominant)

any order (Bilingual speaker, equal fluency in English and Spanish)

Learning bilingually helps reinforce understanding of concepts. The teaching/learning of properties of geometric shapes is much easier when done bilingually. The learner really gains more information because communication is in two languages!

Consider the following information about the triangle, square, and hexagon:

Some geometric forms
Algunas formas geométricas

El triángulo	El cuadrado	El hexágon
Triangle	Square	Hexagon

Properties:		Las propiedades:	
Triangle	- three sides three angles	El triángulo	- tres lados tres ángulos
Square	- four sides four right angles	El cuadrado	- cuatro lados cuatro ángulos rectos
Hexagon	- six sides six angles	El hexágono	- seis lados seis ángulos

By analyzing these shapes and their properties bilingually, the learner can more easily understand the concepts involved.

Words such as angle and ángulo, triangle and triángulo are cognates, very close in sound. The concepts are learned through properties given in each language. Remembering is made much easier.

Social studies can also be taught in various ways, depending on the bilingual program. Here, too, initial concept learning must occur in

the learner's dominant language and must include the learner's home culture and the culture of others. Social studies may be taught as follows:

1. Social studies with bicultural content in Spanish only.
2. Social studies with bicultural content in English only.
3. Social studies with bicultural content in Spanish and English.

Here, too, much use can be made of cognates, words that sound nearly alike. Consider the following words:

Las ciencias sociales	The Social Sciences
a. la política	a. politics
b. votar, votaciones	b. vote, voting
c. partido político	c. Political party
d. senador, congreso	d. senator, congress
e. la sociedad, la humanidad	e. society, humanity
f. el ser humano	f. human being (man)

The above are only a few of the words which sound very close.

Concepts can be communicated in both languages through careful choice of words and provision of as real a situation as possible. If you're teaching about the Westward Movement (La expansión al oeste) include as much audio-visual material as possible. Films, tv programs, pictures, maps, are much more real than just words. In both languages, avoid extra-long sentences. Do explain meanings of words. Provide for discussions. Arouse student interest. Isn't the idea to communicate concepts? Shouldn't students participate with each other in mixed groups? How else do you learn language? Doesn't learning a language mean using it?

11

How can time be divided to teach bilingually?

There are various ways of dividing time for teaching bilingually. The selection of times must depend on available resources and focus of the bilingual program.

1. The self-contained classroom: (here all or most subjects are taught)

   a. Alternate time blocks:

Morning	Afternoon
Spanish	English
English	Spanish

   b. Alternate days:

Mon	Tues	Wed	Thurs	Fri	Mon
Eng.	Span.	Eng.	Span.	Eng.	Span.

Music	Reading & Language Arts	Math & Science	Social Science	P.E.
Eng & Sp	Eng. & Span.	Eng. & Span.	Eng. & Span.	Eng. & Sp

2. Departmentalized classroom (only a single subject is taught, such as mathematics, P.E., history, language arts, and so on).

Within both the self-contained and departmentalized classrooms, there is a wide variety of approaches. But both classroom situations can easily be adapted to (1) teaching by a bilingual teacher; (2) teaching by a monolingual English teacher and bilingual aide (3) team teaching by a monolingual English teacher and bilingual teacher.

In the classroom, teachers and aides serve as language models for the children. Teaching of initial concepts must be done in the child's dominant language. In the classroom, the teacher teaches initial concepts, serving as a model for the aide. The aide's task is to help provide

practice and reinforcement of initial concepts.

How can additional English and Spanish language models be obtained? How can a teacher provide for more reinforcement of concepts that are taught.

12

What human resources are there?

Within the school:

_____Monolingual Spanish students in the same classroom

_____Monolingual English students in the same classroom

_____Bilingual English/Spanish students in the same classroom

_____Monolingual Spanish students from other classrooms

_____Monolingual English students from other classrooms

_____Bilingual English/Spanish students from other classrooms

From the community:

_____Parents, senior citizens, members of civic/social and religious groups

_____Monolingual English speakers

_____Monolingual Spanish speakers

_____Bilingual English/Spanish speakers

_____Junior and Senior High School College and University students

_____Monolingual Spanish students

_____Bilingual English/Spanish students

To make the best use of the above resources, the teacher must work closely with others in the school and in the community. Of course, the teacher must do the directed lessons, initial teaching of concepts. Practice with concepts and enrichment lessons can be done with the help of people such as those mentioned above. The teacher must explain to

these volunteers what is to be done and how to do it. Volunteers can work with small groups or with individuals, but must clearly know and understand what is expected of them. The role of volunteers is to be language models for the children.

If a school has no cross-age tutoring program, then one can be started. It is rewarding experience for both tutor and student to interact through language and share experiences. Often a tutor learns much by explaining and demonstrating concepts to students. Some people believe that one really knows something when being able to explain it to others. Often children can explain some things to other children, better than can adults.

How can you obtain volunteers?

Check with local community organizations and medi to let people know that you and your students need volunteers. The following are just some of the many possibilities:

____ P.T.A.
____ Boy Scouts
Cub Scouts
____ Girl Scouts
Brownies
____ Kiwanis Club
____ Rotary Club
____ Campfire Girls
Bluebirds
____ Chamber of
Commerce
____ local newspapers
____ local radio and TV stations
____ local elementary schools
local junior high schools
local high schools
____ local colleges and universities(particularly departments that require field work: psychology, sociology, teacher preparation, foreign language departments).

What specifically can volunteers do?

The following activities are only some of the things volunteers can do:

1. Supervise word, math, and spelling games.
2. Assist in any learning center, where students are doing independent activities.
3. Listen to children read passages from books, personal compositions, poetry.
4. Use drill cards to have children practice concepts: math facts, sight words, names of objects, language patterns, locating geographical locations.
5. Listen to children talk...
6. Talk with children...
7. Record cassette tapes and cards for card reading machine.

13

How can you use two languages to teach?

In self-contained and departmentalized classrooms, two languages can be used in the same ways to teach concepts. What are the possible teaching situations: (1) Monolingual teacher and bilingual aide; (2) Bilingual teacher; (3) Team teachers (monolingual English teacher and bilingual English/Spanish teacher).

Let's listen to samples of how English and Spanish can be used in each of the three teaching situations. The lesson objectives are the same.

Objective: Given 9 counters, each learner will be able to put them in groups of 3 to show:

$3\overline{)9}$ and $3 \times 3 = 9$

Situation 1: Monolingual English teacher and bilingual aide. Language switching.

A. Teacher begins lesson in English, demonstrating with counters.

B. Aide presents immediate Spanish version of lesson.

(1) This approach can be used as follows:

a. With entire class monolingual English speakers; monolingual Spanish speakers; and/or bilingual English/Spanish speakers.

b. With mixed small groups - monolingual English speakers; monolingual Spanish speakers; and/or bilingual English/ Spanish speakers.

Teacher: Look at your nine counters

Aide : Miren sus nueve fichas.

Teacher: Put them in groups of three.

Aide : Pónganlas en grupos de tres.

Teacher: How many groups did you make?

Aide : ¿Cuántos grupos hicieron?

Response by students: (three) (tres)

Teacher: Correct! there are three groups of three
Aide: ¡Correcto! Hay tres grupos de tres

Notice that in this approach the teacher expresses the idea in English. Immediately, the aide expresses the same idea in Spanish. At any point, students can ask questions in Spanish and English. Initial concepts are taught in both languages. Follow-up activities for practice can be done with cross-age tutoring and volunteers.

Groups can be arranged with mixed monolingual students, under the direction of the bilingual aide, tutor, or community volunteer.

Objective : Given 9 counters, each learner will be able to put them in groups of 3 to show:

$3\overline{)9}$ and $3 \times 3 = 9$

Situation 2: Bilingual teacher, no aide. Language switching.

A. Teacher begins lesson in English demonstrating with counters.

B. Teacher switches from English to Spanish throughout the lesson.

Situation 3: Monolingual English teacher with bilingual English/Spanish teacher.

Each teacher works at a separate center to teach the same concept only in one language. Each learner is taught the initial concept in the dominant language. Children rotate between the two centers.

Monolingual English Teacher	Bilingual English/Spanish Teacher
Look at your nine counters.	Miren sus nueve fichas.
Put them in groups.	Pónganlas en grupos.
Put them in groups of three	Pónganlas en grupos de tres.
How many groups did you make?	¿Cuántos grupos hicieron?
(three)	(tres)
Correct!	¡Correcto!

Groups of learners switch between centers.

This approach gives learners initial concepts in their dominant language. The concept is then given in the second language, which provides for better learning and mastery of concepts.

14

Can learning centers be done bilingually?

To meet individual needs, learning centers are very effective. They can and are being used in bilingual programs both in self-contained classrooms and in departmentalized classrooms. Learning centers help the teacher work with small groups at a time. After a directed lesson, students then go to a follow-up center for practice of a specific skill, under the direction of the aide, volunteer, tutor, or group leader. Through learning centers, children can learn to function within a group, and plan for independent activities.

15

What are bilingual learning centers?

Areas where needs of students are met through a variety of experiences, are learning centers.

16

For what subject areas are they most often used?

.Reading	.Language Arts	.Social Studies
.Spelling/Writing	.Math	.Science

17

What materials are needed to set up a prescriptive center?

1. Color, shape or object coded center markers (mobiles).
2. Color, shape or object coded group folders.
3. All necessary materials ready for immediate student use when completing assigned task, e.g., paper, pencils, crayons, etc.
4. Directions for children to read and then do.
5. Available answer keys for immediate pupil self-correction.
6. A container or folder for finished or unfinished activity sheets.
7. Self-selection activities and/or materials for students to use after completing assigned work.

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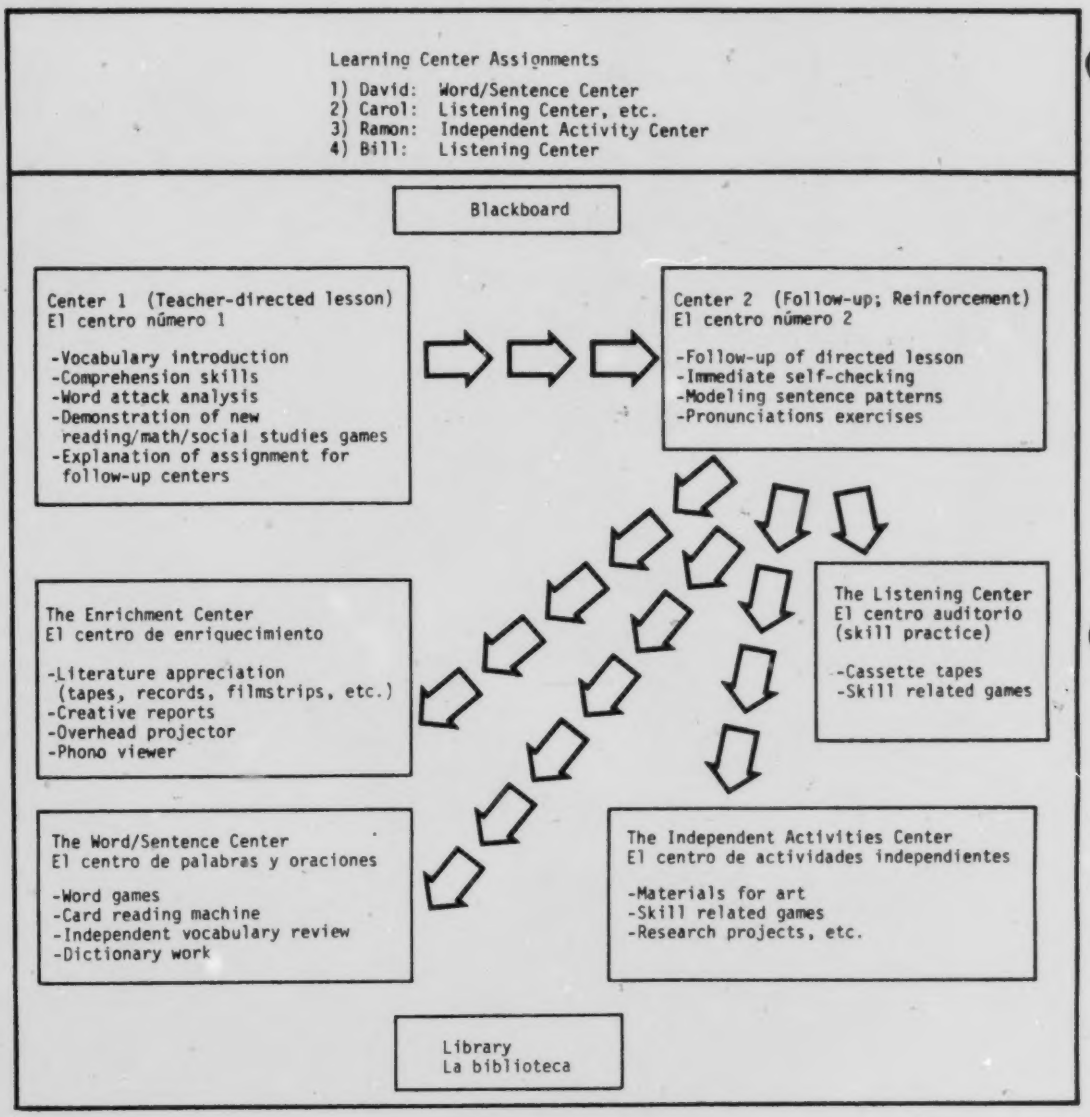
What might the student directions say?

What will you do here? ¿Qué vas a hacer aquí?

1. Open your group folder.
   ¡Abre el folder de tu grupo!
2. Find a paper with your name on it.
   Halla la hoja con tu nombre.
3. Read to find out what to do. Ask a friend if you need help.
   Lee las instrucciones. Si necesitas ayuda, pídesela a un amigo.
4. Do your best work.
   Haz tu mejor trabajo.
5. Check your work.
   Revisa tu trabajo.
6. Put your paper in the box.
   Pon tu hoja en la caja.
7. Clean up the center.
   Arregla el centro.
8. Read a book, play a game,...
   Lee un libro, usa un juego,...

19

Sample Classroom Organization for Bilingual Learning Centers (FOR ANY SUBJECT)



Notes:
1. Center activity should be no more than 25 minutes.
2. Students should be taught to move between centers, and standards set up early.
3. Change learning assignments daily.
4. Label room bilingually.
5. There should never be more than 8 students at any center.
6. Depending on class time, certain centers can be starting points for some students who move to center one.

20

Bilingual Learning Center Check List

A. Room Environment:

Are centers arranged to permit easy flow of traffic Yes___ No___

Are centers arranged so that quiet activities are separated from more active ones? Yes___ No___

Are centers with machines near wall plugs? Yes___ No___

Is teacher-directed center near a chalkboard? Yes___ No___

B. Pupil Station Assignment Chart of Forms

How do children receive their assignments? _____

_____

C. Individual Station Markers

How is the station marked? Shape____ Color____

D. Materials and Equipment

1. Color-coded skill folders at individual stations. Yes___ No___
2. All materials present to successfully complete Yes___ No___
3. Available answer sheets for pupil self-correction. Yes___ No___
4. Management techniques for finished or incomplete activity sheets. Yes___ No___

_____

_____

5. Are directions necessary in order for children to begin? If so, how are they explained to children? Yes___ No___

E. Independent or Enrichment Activities

What activities or centers are available for those who finish early?

_____

_____

_____

21

Sample Morning Class Schedule

Self-Contained Bilingual Classroom

8:25 - Preparation bell

8:30 - 8:50 - School and classroom business (total class)
Planning the school day bilingually

8:50 - 10:20 - Bilingual Reading and Language Arts

Teacher-Directed Lessons (small groups)	Independent Activities
Teacher: .Skill Activities .Vocabulary Development .Critical/Creative Reading and Reasoning (Basal or Supplementary Readers) .Language Experience .Oral language .Spelling *Aide-Directed reinforcement and enrichment lesson	.Follow-up for directed lesson .Skill Centers(tape, language master overhead, record player, filmstrip, game, etc) .Library Center (books, magazines, comics in English and Spanish) .Handwriting Center .Developmental Center (selected topics on task cards, i.e., dictionary skills) .Self-selection Center (mini-theater, writing center, typewriter, vocabulary games, literature) .Independent Projects

10:20 - 10:40 Recess

10:40 - 11:40 Bilingual Math and Science

Teacher-Directed Lessons	Independent Activities
Teacher: .Skill activities(computational/problem-solving) .Experiencing/Experimenting .Discussions *Aide-Directed reinforcement and enrichment lessons-cooking/tasting, etc.	.Follow-up for directed lesson(application) .Skill Centers(see language) .Developmental Centers(Science/Health Centers through task cards) .Self-selection Centers(weighing/measuring, estimating, classifying, etc.) .Independent Projects .Contracts

22

How do you teach language communication skills bilingually?

Language communication skills can be taught and learned. Classroom activities in whatever subject area should include participation and experiencing on the part of learners. Language communication skills can be developed through language experiences and teaching/learning of language patterns.

23

What is language experience?

Language experiences can be provided in any subject. In self-contained and departmentalized classrooms, language experience teaching/learning is effective. The following sample lesson shows what can be done in a 40 minute period. Such a lesson can be all English; all Spanish; or English and Spanish together. Language experiences help best use the talents of teacher aides, volunteers, and student tutors.

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A Directed Lesson with Language Experiences:

What we experience, we can talk about.

What we can talk about, we can write about.

What we can write about, we can read.

Approx. time
10-15 min.

TOTAL CLASS EXPERIENCES

.Film	.Recorded Music/Sounds	.Walking trip
.Book	.Cooking/Tasting	.Study Prints
.Filmstrip	.Story Record	.Pets
.Displays	.Bulletin boards	

5-10 min

TOTAL CLASS DISCUSSES EXPERIENCE

.Teacher stimulate discussion through questioning
Children ask questions /each other/ and/or teacher
.Teacher records key words on chalkboard for vocabulary development and spelling models.

20-25 min.

INDEPENDENT ACTIVITIES RELATED TO EXPERIENCE

.Children write/dictate about the experience with assistance of the teacher/aide/volunteer
.Children illustrate their stories
.Children edit their own work for correct punctuation, capitalization, spelling
.Children read their stories to each other or to volunteer tutor

After the teacher has edited the stories and corrections have been made by the students, the stories can then be bound into a book for the class library and/or dittoed for each child to bind and take home.

25

How do you measure language proficiency and language dominance?

Language proficiency and dominance can be measured in two ways: informally and formally. In neither case, are results always entirely accurate and tests should be given periodically in order to account for changes in the child's language skills.

Informally, the teacher can measure language proficiency and dominance through informal testing. In an oral interview on a one-to-one basis, the teacher can quickly determine the child's use of English and Spanish.

The teacher can initiate conversation by talking with the child about his family and friends, hobbies, favorite school subjects and so forth. Asking what, who, where, and how type questions will quickly give some information regarding the child's ability to communicate in English and Spanish.

Additionally, having the child read short passages in English and Spanish gives information about pronounciation, word substitutions, omissions, and insertions.

A monolingual Spanish speaker should be placed at reading level 0 in English. A monolingual English-speaker should be placed at reading level 0 in Spanish. After listening and speaking abilities are developed in the second language, reading and writing will be learned. Whatever the case, reading and writing should first be learned in the child's

dominant langauge.

Of course, depending on the child's age, and ability, the reading level can change very quickly. It is essential to retest for language proficiency and language dominance at regular intervals.

There presently exists a great number of formal evaluation instruments for assessing language proficiency and language dominance. Many Title I and Title VII Projects have developed test instruments, as have commercial firms. One of the most comprehensive listings of bilingual tests is entitled Evaluation Instruments for Bilingual Education: An Annotated Bibliography. This publication is available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin Texas 78721.

26

What are some activities that can be used for teaching/learning of language communication skills?

There are many activities that can be used for teaching/learning language through experiences. Such activities can be used in both departmentalized and self-contained classrooms. Of course, activities must be adjusted to account for students' age, langauge skill, and interests. These are some activities now in use:

____Individual reading conferences with the teacher or aide

____Individual reading experiences with volunteers or tutors.

____Vocabulary games and activities (Word-o, scrabble, twenty-one questions, guessing who, what, when, and where...)

____Using monolingual and bilingual dictionaries and encyclopedias, atlases, and almanacs in English and Spanish to develop vocabulary and comprehension skills.

____Using well-stocked library with wide range of literature including picture books, novels, magazines, newspapers, comic books,books in special fields: hobbies, sports, cooking, animals, politics song hits,...

____Inquiry activities in which the learner is given a problem or poses a problem and solves it through independent or group activity.

____Using picture files for story telling, writing, discussions.

____Phonics lessons in small groups.

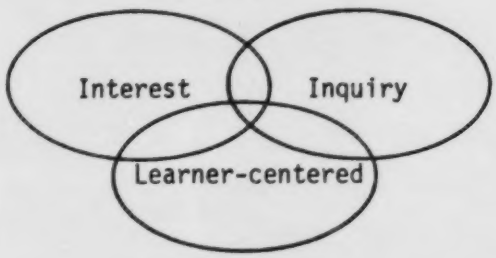
____Creative writing(writing and illustrating stories books, plays, journals, diaries, etc.)

____Use of films and T.V.

____Using tape recorders for self-taping in English and Spanish.

____Math games

____Simulation games and dramas involving small-group or whole class participation



27

How do you teach language patterns?

A language can be taught and learned as it is used in speaking. A major goal of bilingual education is to teach students to develop communication skills in two languages. Language patterns can be taught to individuals, small groups, and whole classes. In whatever circumstance, patterns should involve real, meaningful situations. Comparing English and Spanish language patterns can be very effective in learning both languages.

Language pattern exercises provide a model to be practiced and learned. The model can be the teacher, aide, volunteer, tutor, or fellow classmate.

For presentation and practice of oral language patterns, realistic experiences must be used. These patterns should involve themes that interest the student and should be presented with audio/visual materials whenever possible. As they say, "A picture is worth a thousand words." Pictures and objects are essential to vocabulary building and practice of sentence patterns. Pictures and objects can be talked about: color names, numbers, words for sizes and shapes, who, what, when, where, and why questions can be asked and answered. Specific scenes can interest and help students to learn words and language. For example, the teacher or aide can show a film about the beach and then have students talk about what things they would take to the beach, what they would wear, who they would go with, how they would get there...

Substitution exercises can give students practice in language patterns. In this technique, several sentences containing a pattern

are repeated. A new element is put into the sentence. This permits the student to learn to use a pattern within a real situation. The teacher, aide, volunteer, or tutor can note special problems some students are learning. Further practice can be given.

In the teaching/learning of language, the goal of the student is to develop a skill. That of the teacher is to direct the student toward learning that skill through the most effective and quickest ways possible. Successfully learning to speak a language is chiefly that of forming and keeping new habits, through continual opportunity to practice and use language. In order to learn to type, one must "practice/type" so that typing becomes easy. In this same way, language learning depends on practicing. Practicing can be ensured through student-centered activities. Discussions and interaction of students in groups is effective for language learning. In an "each one teach one" situation, learners can serve as models for each other. This most often happens when mixed linguistic groups are interacting. The monolingual Spanish student serves as an excellent Spanish model for the monolingual English speaker and vice versa.

Through comprehension exercises, the student demonstrates understanding of a language either orally or in writing. For example, the teacher first reads a brief passage, talks about a subject, or simply relates an event. The student is then asked to retell or rewrite the teacher's presentation in one or both languages. Additional exercises of this type are "make a question," "fill in the blanks," "answer the question," and "complete this statement." These recall exercises can be used in several combinations.

In listening exercises, a model first gives language patterns,

asking the student to write them. Dictations are typical of this kind of exercise.

Written exercises are especially useful for student practice of writing skills. As homework, the student is asked to write sentences and brief compositions for later review by the teacher who can decide which if any patterns need reviewing.

28

What are special concerns in using oral exercises?

Some of the most frequent criticisms against using oral exercises is that students easily become bored and uninterested; and merely mimic the teacher.

As in teaching anything, it is the teacher's role to make oral exercises exciting and interesting. Uppermost in the teacher's mind must be the questions, "Are my students interested?" "Are my students talking much more than me?" "Am I ensuring inter-group use of patterns?"

Language patterns are presented orally to the student, to study and practice them on a daily basis. The intent is for the student to master and use language patterns naturally, for language habits can only be learned through constant use. With success in learning, the student will build confidence in his abilities to use language inside and outside the classroom.

29

Are there differences in student ability to learn language?

No two students are exactly alike in their ability to learn language. Daily the teacher must take into account the wide differences between students: such differences as age, attitudes, motivation, previous studies, physical condition of eyes, ears, and organs of speech. The teacher must manage the classroom to avoid challenging the slower student to perform beyond his abilities, while at the same time providing stimulation for the faster student in oral language exercises. The teacher must provide good language models for the students to copy and the students should always know and understand what they are to do, and the meaning of what they are saying. New words should be explained by students for other students.

For example, in a language lesson working with a basic English pattern such as "My name is..." "What's your name?" The teacher, aide, volunteer, or tutor can begin by saying, "My name is..." and ask a student his-her name. In turn each student can give his-her name and ask another student the same question. Very quickly, students learn the pattern and one another's name.

The same procedure works for "Me llamo..." "¿Cómo te llamas?" If one student seems to be confused, then it is fine to have a student explain in English or Spanish.

Complete use of a pattern should be encouraged, having students avoid using one word answers. Students must repeat the pattern to learn it.

30

What are the do's and don'ts in using pattern exercises?

1. Do be aware of specific student problems with a pattern. Give individual help later.
2. Do let students dominate the talking. The intent is to get them to talk as much as possible.
3. Don't lecture the students. Let them talk, talk, talk....
4. Do get students to ask each other questions.
5. Do give positive reinforcement.
6. Do use as many aduio/visual props as you can.
7. Do watch the time and change the pace if students seem bored.
8. Do be patient and do give positive reinforcement.
9. Do provide for interests and abilities of students.
10. Do maintain a normal flow of speech
11. Do inject humor whenever possible.

31

What are some teaching/learning techinques for oral exercises?

Especially difficult for the teacher are the beginning stages of teaching language. Language patterns must be communicated in a clear, and simple way. Practice with basic patterns must be thorough, using uncomplicated sentences. Too much, too fast will not work!

The type of exercise for teaching a language depends upon the nature of the pattern and on the objective. These are the standard exercises useful for basic, intermediate, and advanced instruction:

Standard Patterns	Special Patterns
1. Substitution	Pronounciation
2. Change-to-question	Dialogue
3. Question-Answer	Word Study
4. Interrogative-word-question	Free Conversation
5. Fill in the Blanks	Reading
6. Tense-Change	Dictations
7. Sentence Completion	

The Substitution Exercise: a) Gives practice with a pattern by breaking down a pattern into smaller units. b) Permits individual students to repeat sentences which have the pattern, and c) Helps the student learn a pattern.

An example of the basic substitution pattern will be found on the following page.

	English	Español
EX. A.	Frank is a student (a friendly student) He's a friendly student.	Francisco es un alumno. (un alumno amable) Es un alumno amable.
1.	an excellent student	1. un alumno excelente
2.	a busy student	2. un alumno ocupado
3.	a tired student	3. un alumno cansado
4.	a nice student	4. un alumno simpático
EX. B.	Mary is a student (a busy student) She's a busy student.	María es una alumna (una alumna ocupada) Es una alumna ocupada.
1.	an excellent student	1. una alumna excelente
2.	a busy student	2. una alumna ocupada
3.	a tired student	3. una alumna cansada
4.	a nice student	4. una alumna simpática

In the above examples, the patterns are simple and identical:

English: Noun + Verb + Indefinite article + Adjective + Noun Complement.

Spanish: Noun + Verb ser + Indefinite article + Noun Complement + Adjective.

In substitution patterns the student changes one or more elements, but not the basic form. The teacher must keep a lively pace, to keep students interested and alert while at the same time getting them to repeat whole sentences.

Make a question patterns let students form simple questions from statements. Examples: Students are first given the statement by the teacher:

a. We live in Pomona. With a simple question: Where do we live? The teacher then makes a series of statements, asking students to form questions each time.

English	Español
a. We live in Pomona. Where do we live?	a. Vivimos en Pomona, ¿En dónde vivimos?
b. Bill is hungry. Is Bill Hungry?	b. Guillermo tiene hambre. ¿Tiene hambre Guillermo?

Question and answer patterns:

This kind of oral exercise allows the student to talk more freely, give a variety of answers, and is very useful for beginning a conversation. Again, it is most helpful to have visual materials to approach reality. For example, the teacher can show a poster, picture, or photograph. In the following example, a poster or hand-drawn illustration of "Manuel" can be very effective:

English	Español
Examples: (Possible answers)	Ejemplos: (Respuestas posibles)
a. Do you know Manuel? Yes, I know him.	a. ¿Conoces a Manuel? Sí, lo conozco.
b. Is he tall? Yes, he is.	b. ¿Es alto? Sí, es alto.
c. Is he your friend? Yes, he is.	c. ¿Es tu amigo? Sí, lo es.

In using these exercises it is necessary to call on various students, to involve as many as possible.

32

Question word patterns

This is another technique to get the student to form questions. First, the teacher makes a statement, pointing to objects or people. The student is then asked to make a question for another student.

Examples:

	English	Español
Teacher:	The map is on the wall	El maestro: El mapa está en la pared.
	Where is the map?	¿Dónde está el mapa?

As you can see, the teacher provides the sentence with the information. This pattern helps students learn to make simple statements and ask simple questions. Such exercises can focus on special themes such as (1) time: using when for days of the week, months, and seasons; (2) location: using where for local addresses, such as streets and house numbers, states and regions; nations.

Question word patterns can be made increasingly more complicated, depending on the student's interests. Basic to these patterns are the question words: who, when, which, where, how, and why.

33

Completion Exercises

In this approach, the students use cards, books, or worksheets and fill in the blanks. This type of exercise helps the students use different verb forms and tenses, prepositions, pronouns, and vocabulary.

Examples for Verbs:

English	Español
1. My brother ____ here. (to be)	1. Mi hermano ____ aquí (estar)
Vocabulary:	
1. She _____ her bicycle. (rode, galloped)	1. Ella _____ en su bicicleta. (anduvo, galopó)

Tense Change Exercises

This type of exercise asks the student to read or repeat a sentence by using different verb tenses. The student uses a basic pattern the teacher or written material provides. With a change in the time element, the student uses a different verb form.

One example of this exercise is the following:

English	Español
1. I go to school on Tuesdays	1. Voy a la escuela los martes.
a. (last Tuesday: went)	a. (el martes pasado: fui)
b. (next Tuesday: will go)	b. (el martes que viene: iré)

34

Idiomatic expression exercises

This kind of exercise helps the student to learn idiomatic expressions and sayings. Such sayings are frequently used and are necessary in developing language skills. Posters and bulletin boards within the classroom can effectively illustrate them. After presentation of such expressions, students can be asked to complete orally or in written form, examples such as these:

English	Español
1. A penny saved is a ... (penny earned.)	1. Dime con quien andas y te digo... (quien eres.)
2. Nothing ventured... (nothing gained.)	2. No le tengas miedo a la competencia, sino ... (tenle miedo a la incompetencia.)

35

Dialogues as exercises

Dialogues are used to provide short, natural conversations between two students. Introduced chorally by the teacher, memorized at home, the dialogues are then presented in class the following day, to the teacher, aide, volunteer, or tutor. There are different types of dialogues, which are as follows:

Type A: Student One asks the questions. Student Two answers and then asks another student the same questions.

Sample Beginning Dialogue:

	English		Español
One:	Hi. How are you?	Primero:	Hola. ¿Cómo estás?
Two:	Fine, thanks.	Segundo:	Bien, gracias.
One:	What time did you eat breakfast?	Primero:	¿A qué horas desayunaste?
Two:	At seven thirty. And you?	Segundo:	A las siete y media. ¿Y tú?
One:	I ate at seven o'clock.	Primero:	Desayuné a las siete.
Two:	See you.	Segundo:	Nos vemos.
One:	Bye.	Primero:	Adiós.

Type B: In type B, student one asks the question and student two answers. Then, student two asks a related question and student one responds with an original idea.

Example:

	English		Español
One:	What movie did you see?	Primero:	¿Qué película viste?
Two:	Laurel and Hardy in "The Sailors" It's the best movie I've seen.	Segundo:	El Flaco y el Gordo en "Los Marineros" Es la mejor película que he visto.
	Are you going to see it?		¿Vas a verla?
One:	(Original answer...)	Primero:	(Respuesta original...)

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Pronounciation exercises

At all levels of language learning, there is the need for pronounciation exercises. They are especially important at beginning stages of language learning.

One of the most effective exercises is that of minimal pairs. Practice is given in pronunciation pairs of words that differ in meaning due to a change in one sound.

English	Español
/p/ /b/	/p/ /b/
/pin/ /bin/	/pon/ /bon/
/pan/ /ban/	/pan/ /ban/

Study of minimal pairs and practice pronunciation with them is a very necessary introduction to speaking another language, since they form the basis for words. In learning to speak another language, new sound habits must be formed and mixing of sounds between languages must be minimized.

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What other exercises are there?

Three additional special exercises are especially effective at the intermediate and advanced levels of language learning. These are as follows:

1. Word Study
2. Free Conversation
3. Dictation

Word Study presents useful terms or expressions pertaining to a single topic or theme such as types of greetings, giving and asking for information; or idiomatic expressions such as uses of get in English, tener in Spanish.

English get:	Español tener:
1. Did you get it?	1. Tienes frío.
2. He gets tired.	2. Tengo hambre.

Free conversation periods give the student chances to exchange ideas and vocabulary. How much control the teacher uses must depend on the level of each student. One of the approaches used is as follows.

1. Within a small group, a student asks other students a host of questions in the particular language being used. They answer and in turn ask questions of other students.
2. The teacher, aide, volunteer, or tutor makes no corrections and participates, just like a student.

3. If students cannot think of anything to talk about, suggested topics may be written on the blackboard.

4. In closing, any device, technique, or trick is acceptable if it gets the students to talk.

Dictation Exercises help the student to practice writing what is being said. The teacher can find out through dictation how particular sounds are or are not being heard by the student.

For example the following sample sentences might bring out special problems students are having:

English	Español
1. She was such a nice singer in St. Charles' Church. (sh & ch sounds)	1. Yo voy a ver la vaca cuando venga. (v sound)
2. They said to thank them on Tuesdays and Thursdays. (th sound)	2. Yo quiero que llueva esta mañana. (Y sound)

Having students read back their versions of these sentences can quickly show areas needing more work.

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What are some basic principles in making lesson plans?

In bilingual classes the objective is to get the students to communicate in two languages. Here, the basic principles apply to making lesson plans.

1. Review of Previous Concepts

The teacher should begin language lessons with a brief review of patterns presented the day before. This can be done through a brief summary, asking questions, or by using a pattern from the last lesson. This sets the stage for the presentation of new patterns and establishes the sequence that is basic to language learning.

2. Presentation, Practice, and Drill of New Material

This is the key to any lesson plan. It must include a) how to present new patterns, b) explanation of new patterns and c) how to have students practice new patterns and how to assess their use of those patterns.

3. Special Activities

The teacher must plan for such special activities as a) pronunciation and intonation, b) dialogue, c) dictations and, d) free conversation.

4. Homework Assignments

Homework assignments include any activity to be done outside of class. Along with written work, students may be asked to: a) practice a lesson or pattern, b) memorize certain vocabulary words and their

meanings and use them in sentences; and c) review past material.

Lesson plans should address these questions:

a. Is the particular language pattern completely new to the students?

b. Will it be easy or hard for the students?

c. Can all the material be presented in a specific time block?

d. What are possible problems students will have with this pattern?

e. What are some possible questions the students might ask?

f. How can the particular pattern be best explained, presented, and then practiced?

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How can audio-visuals be most effective?

An audio-visual aid is anything that can be seen or heard, which helps the student learn faster, more easily, and more precisely, with the direction of the teacher, aide, volunteer, or tutor. Through audio-visual aids, ideas can be communicated much more easily--teaching/learning occurs through the ears and eyes. Audio-visual materials help the student relate what he hears with what he sees, leading to better understanding and communication.

The following are some of the "do's" and "don'ts in using audio-visual materials:

1. Do use them as key parts of lessons.

2. Do use them with a specific purpose and objective.

3. Do instruct students in (how) to use them and explain (why) they are being used.

4. Do not let them replace you! They can't do as good a job as can a teacher, aide, volunteer, or tutor.

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What kinds of audio-visual materials are there?

In addition to books and the blackboard, there are many other effective aids such as pictures, maps, dictionaries, magazines. An especially useful aid is the comic book, which provides practice in reading words, with visuals added to explain situations. Comic books come in all languages. Aids can help the student to understand cultural elements, such as food, mode of dress, games all of which can highlight the languages being used. And aids can help in role-playing and simulation games by adding a high degree of reality.

Electronic aids are commonly used both in the classroom and at home. They include television, radio, movies, record players, cassette recorders, film strips, card readers, overhead projectors, and so forth. Some may be strictly audio aids, while others may be both audio and visual aids.

Movies and television are especially effective since they allow for combining pictures, movement, color, and sound. They also make possible the showing of a wide range of cultural elements, combined

with languages. Student learning can be increased if the teacher first tells the students the important things to look for--to give a purpose for viewing the movie, or television program, discussion is essential, to allow for student questions and comments. There is an abundance of films in many languages. Television programs, though limited, are even available during the school day. Such programs as Carrascolendas and Villa Alegre are in English and Spanish, while Noticiero Estudiantil is available in Spanish. Beyond the classroom itself, depending on what two languages are being used, students can be encouraged to watch television programs in Spanish as Mundo de Juguete, El Chapulín Colorado, El Chavo del Ocho, and the news. Additionally, television programs in English, such as Sesame Street, Electric Company, and the news can be effective in learning language.

At the present moment, there are in the United States of America nationwide TV networks in English and a national TV network in Spanish: The Spanish International Network. Local newspapers and magazines offer program listings and times.

Language teaching/learning can be much more realistic if great use is made of materials both within and outside the classroom.

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What about age levels of students in bilingual programs?

Fundamental to the teaching/learning process is the desire of the student to learn. He who is not interested will learn very little.

In learning language skills, there are important differences between young children, adolescents, and adults. Young children have a great facility to imitate sounds and retain them, while adults seem to have the most trouble hearing, producing and retaining new sounds. Adolescents fall somewhere in between, depending upon their exposure to more than one language.

The following are some approaches that a teacher may take for teaching each level:

1. Children learn best through lessons with short-range goals. In order to preserve interest, language lessons must be fun in themselves, and be within the bounds of the child's experience. Merely giving vocabulary words in isolation, such as names of articles in the classroom will soon become boring. Exercises that just practice verb conjugations will be of little interest. Children will especially be interested in:

   a. Things that they are familiar with: family, food, pets, television shows, friends, birthdays, greetings, and so forth.

   b. Stories they know in whichever language: The Three Pigs, Blanca Nieves, Cinderella.

   c. Simple sentences that are equivalent in both languages; things they say every day in and out of school.

   d. Rhymes, riddles, and songs.

Small children need to be more active and feel they are "doing something" and not just "studying". Very effective use can be made of songs, games, simple dialogues, and short plays. Learning to sing songs in two languages helps reinforce pronunciation skills, and is fun.

2. Adolescents will be "turned off" by the kinds of stories and games that delight little children. Adolescents do know how to read and write and this can help them immeasurably in learning to speak two languages. Students at this age vary greatly in areas of interest and display of enthusiasm. Their attention span is much longer than that of young children.

Accordingly, the teachers can capitalize on adolescent interest by providing fiction novels, science and science fiction, books on astrology, sports, history, psychology, jokes, etc.

Finally, the adolescent will react favorably to subject matter that is at his/her level of intellect and not too "babyish." Effective use can be made of popular music, available in all languages.

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How is reading taught bilingually?

Language is the key to education and the teacher must determine early what languages the child has. For most children we can assume that there exists a wide range of ability to use language(s). No normal child is alingual (without language) and it is a great mistake to condemn anyone's use of language. All forms of language are acceptable for communication, whether Black English, Boston English, Cockney English, Arizona Spanish, Caló, Puerto Rican Spanish, Creole, and so forth.

Specifically, in the area of reading, the motivation to learn to read is the same in one language as in two. The teacher can and must build on what the child already has the ability to do: to understand language when hearing it and speak it in order to communicate. Practice in listening and speaking must come before learning to read and write.

Children, then, must learn to read in their dominant language first. They are most interested in their world of experiences, a world they know and understand.

Reading Programs should include these steps:

1. Understanding the reading process by experiencing the excitement of seeing one's own words written down and read back. This has even greater meaning when done in two languages.

2. Developing the needed listening/speaking skills through hearing and repeating words that have the same initial sound or rhyme. In this area, much use can be made of song lyrics, choral speaking, and reciting poetry in two languages.

3. Developing visual skills, so as to recognize individual letter shapes.

4. Developing psycho-motor skills, so as to be able to use crayons, pencils, and paper.

5. Developing control of language structure, with enough vocabulary to read with understanding in two languages.

Points number 3 and 4 above are essential for first experiences in reading/writing, but do not have to be repeated in learning to read and write in a second language such as Spanish or English.

Point 2 (developing listening/speaking skills) are as necesary for learning a second language, as for learning the first. The learner must be able to recognize and make the letters for the sounds of the second language. This is evident if we consider the pronunciation of the English word helicopter and the Spanish word helicóptero. Each language has its own sound system.

Finally, point 5 is essential in reading, no matter what the language: reading with comprehension because of control of language structure.

In any reading program, then, the learner must hear and speak the language before learning to read and write it. It cannot be overstated: A CHILD COMES TO SCHOOL WITH LANGUAGE AND MUST BE GIVEN THE CHANCE TO LEARN TO READ AND WRITE IN HIS DOMINANT LANGUAGE. Learning to read and write in his/her dominant language, the student will learn second language skills much easier and more quickly.

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How do you measure reading levels by informal inventories?

An informal reading inventory is usually based on basal reading series and is used to find the child's level of reading. As an informal test, it must be given with great caution if results are to be valid. Whenever possible, it helps to add information from standardized tests and cumulative records.

To know the reading needs of students, the teacher needs these three basic kinds of information:

1. Independent Reading Level (Library and recreational reading)

   Criteria:

   a Not more than one error per 100 consecutive words of text. (Proper names do not count)

   b. Comprehension of at least 90% of factual and inferential questions.

   c. Lack of tensions such as frowning, finger pointing, tensing movements of hands and feet.

   d. Oral reading with good rhythm and phrases.

II. Instructional Reading Level (Teaching/learning level)

   Criteria:

   a. Accurate pronunciation of 95% of consecutive words of text.

   b. Comprehension of at least 75% of factual and inferential questions.

   c. Freedom from tensions.

III. Frustration Reading Level

Criteria:

a. More than one error in 20 consecutive words of text.

b. Comprehension of less than 50% of factual and inferential questions.

c. Shows evidence of tension:

(1) Finger pointing

(2) Withdrawal from reading situation.

(3) Lip movement

(4) Omits, substitutes, and/or reverses word order.

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How do you find the child's instructional reading level?

So that the child can best succeed and develop in reading skills, the teacher should find the correct instruction level. To do so, the following steps are necessary for the teacher:

1. Estimate the child's reading level from previous records and tests.
2. Choose a basal reader lower than the estimated level.
3. Turn to a page about 1/3 from the front of the book.
4. On a one-to-one basis, have the child read orally without preparation 100 consecutive words of text. (When testing at a low reading level, choose a shorter passage.) The child's reading may be taped for later study.
5. Record these errors:
   a. Substitutions
   b. Mispronunciations
   c. Repeating of more than one word
   d. Words pronounced by the teacher
   e. Insertions
   f. Omissions
6. Test at the next lower level if the child misses more than 1 of 20 consecutive words of text.
7. Test at the next higher level if the child reads fluently. Ask who, which, when, and where questions regarding the passage.

BASAL READER ASSESSMENT SHEET

Child's Name_____ Date_____

Substitutions													
Repetion of more than one word													
Mispronounciations													
Words pronounced by teacher													
Omissions													

Recreational Level_____ Instructional Level_____ Frustration Level_____

1. Betts Informal Reading Inventory

   This individual test measures accuracy and comprehension. The reading material is in basal reader format and ranges from pre-primer to sixth grade level. For suggested paragraphs, any basal reading series may be used.

2. Fry Oral Reading Inventory

   This individual test helps find the student's independent, instructional and/or frustrational level of reading. The material is in paragraph form and ranges from first grade to seventh grade reading levels.

3. SWRL Word Recognition Lists

   This is a fast oral test to measure reading levels. The word lists range in order from pre-primer to tenth grade reading levels.

Any tests for reading level are subjective, based on teacher judgment. Reading level tests should be given periodically to account for growth in the child's reading skills.

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Language is a living thing that changes through time.

In communicating we all use language and it is very important to remember that language is not static. It changes through time with the introduction of new words, dropping of old ones, altering of meanings and even sounds.

It is worthwhile to reflect on the histories of English and Spanish. Present forms of these languages are quite different when compared to the past. Present forms will be quite different in the future.

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The formation of English

First, let's look at the history of English. English had its beginnings in the Indo-European language. About 2500 B.C., from this parent language developed West Teutonic, the common ancestor of German, Flemish, Dutch, Frisian, and English. One of the many dramatic changes was a shift in consonants. Compare these words that mean the same thing:

German : Vater

Dutch : Vader

English : Father

Greek : pater

Latin : pater

Note the common root: Ca.Cer C= consonant

The first loan words were added to English in pre-Christian times, coming from Latin: wine, cheap, mint, inch, cook, chest, and the names of many plants and fruits. Words that came into English underwent tremendous change: from Latin (unicia) to old English (ynce) to modern English (inch).

Those early word borrowings were the results of commercial, political economic, and military contacts with the Roman Empire.

Old English

Roman rule of Britain ended in 410 A.D., with some permanent marks on the language. Germanic tribes soon invaded and settled Britain. From Jutland came the Jutes, settling in Kent, Southern Hampshire, and the Isle of Wight. The Saxons from Holstein settled south of the Thames while the Angles from Schleswig settled to the North. All these tribes had important impact on the language which can still be heard in some English dialects.

In 597 England was converted to Christianity and many religious terms came into the language: from Latin came disciple, minister, Mass, martyr. Many native words were changed to express Christian concepts: God, heaven, hell, sin, gospel. Compare this excerpt from a modern version of the Lord's Prayer to that used in Old English:

Our Father who art in Heaven	Faeder are þu þe eart on heofonum
hallowed by thy name...	si þin anma gehalgod...

Danish Conquest (750 - 1050)

After many years of conflict, the Danes lived in peace with the natives of England. Many vocabulary additions were common: the Danes giving names for parts of the body, place names, terms of government and law, and nautical terms. Additionally, several Danish pronouns were added to English. Verbs began to be joined with adverbs or

prepositions, giving us put on, take up, etc.

What was Old English like?

The grammar was quite complicated with three grammatical genders and nouns of four cases and various declensions. Adjectives agreed with nouns. Verbs had many forms.

Middle English (1050 - 1450): A time of Tri-lingualism

Norman Rule: During the time of the Norman Conquest, England was trilingual, remaining so for three centuries. The masses spoke English, the clergy and some administrative officers Latin, and the ruling classes French. Yet, there was communication among all three groups. The situation demanded it.

The Normans contributed such words as mansion, palace, and titles of nobility. For cooking, the Normans gave broil, fry, beef, veal, dinner, supper. For words having to do with art, architecture, and enjoyment of life, the Normans gave: art, beauty, color, arch, tower, pillar, cards, dice, joy, pleasure, leisure. Words for government and law are: court, crown, prison, and justice. Military terms are: army, peace, battle. Church terms are: religion, trinity, saviour, virgin.

Many French words and some Latin ones were Anglicized and adopted, while words of Teutonic origin that existed for the same ideas were

still used. English was rich in synonyms even before Chaucer's time. The Crusades brought words back from the Orient, such as scarlet, cotton, sugar, orange.

Midland English Becomes the National Language

Under Norman domination, English was used mainly by uneducated peasants and rapidly developed as a popular spoken lan . Important sound changes took place and word order became more fixed. Spelling became nearly as chaotic as Modern English. Written English was in four main dialects: Northern, Southern, Kentish, and Midland. In 1362, Parliament was first opened in English and court proceedings began to be conducted in English with "Law French" persisting until 1731.

Of all dialects, the East-Midland became the most important. London, the capital and center of business, culture, and government was in this area. Leading literary figures, such as Chaucer, used the London dialect in their works. Obviously, that dialect was considered superior in comparison to other forms of English. Besides inventing new words, Chaucer borrowed many words from French, Latin, Italian, and Greek. Let's look at a portion of Chaucer's Canterbury Tales from the 16th Century:

Ther was also a nonne, a Prioresse,
That of hir smyling was ful symple and coy,
Hir gretteste oath was by Seinte Loy,

And she was cleped Madame Eglentyne.
Ful wel she song the service dyvyne...

Early Modern English (1450 - 1700)

During the Renaissance, there was revival of learning and Humanism. As a result, many European influences affected the English language. With the renewed interest in classical studies, many Greek words were borrowed directly, or came through Latin and French. Various French words were assimilated. Such words were Parisian French, not Norman French. This resulted in a new adaptation into English of words already brought in from Norman French.

Due to Dutch mastery of the sea in the sixteenth centuries, many nautical terms came into English from the Dutch language. Additionally, many Spanish terms, along with indigenous words from the New World, came into the language : tomato, coyote, chocolate, canoe, hurricane.

Through the Reformation and Elizabethan Ages, the language underwent further great changes, with attempts at standardizing the language following the King James Bible.

Modern English (1700 - ?)

Lacking a Royal Academy of Language, as exists for Castilian Spanish, the English language has had no formal body to standardize it. The principal effort at standardization was Dr. Samuel Johnson's dictionary.

It has had wide-spread, and in many cases, permanent influences on the growth of English.

But the process of linguistic change continues. Many vocabulary additions have been made even now with the creation of such words as computer, automation, lunar module, atomic, transistor, television, flash bulb, etc., to keep up with changing technology.

In terms of pronunciation, there is a continual change in the quality of spoken English vowels. The tendency more and more often is to use the schwa, the vowel sound of the. Also, we are witnessing a decreasing use of the past and present perfect tenses: such as "I had been...," "I have seen..." The pronunciation of words ending in ing is changing, becoming a long e sound, like in the word seen.

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The formation of the Spanish Languages

The history of the Spanish languages is another fascinating story of how languages are born and grow. The setting is on the Iberian Peninsula, outside of Portugal.

Even before the arrival of the Carthaginians, Phoenicians, and Greeks, the Peninsula was already populated by indigenous peoples, the Basques. Of unknown origin, they left such fabulous myths as "The Garden of the Pleiades" and "The Struggle of Hercules with Gerion,"

along with many words we still use: izquierdo, cerro, pizarra, and many more.

In the third century B.C., the Peninsula was controlled by the Romans and so began the romanization of life there: largely determining the technical, agricultural, industrial aspects of life; as well as the customs, modes of dress; and civil, judicial, military, and religious organization. Language was the most affected, the conquered peoples being forced to learn the language of the Conqueror.

With the imposition of Roman Rule, the subject people had to accept their fate and learn the new language, Latin, solely by means of imitation. since there were no bilingual schools nor modern devices and techniques for language instruction. Latin was learned through daily contact with the Conquerors in the context of the new, imposed culture. In speaking the new language, Latin, the subjugated peoples made important alterations, imposing native language forms. Through this process across time, several Romance languages were born in the Peninsula.

In 409 A.D. Germanic tribes invaded the Peninsula, imposing new cultural forms, among which were many new vocabulary words such as guerra, robar, ganar, orgullo, agasajar, etc.

This Germanic domination was ended by the Moors in 711 A.D. During their long stay of about eight centuries, the Moors also imposed their culture on the indigenous peoples. Though the Moors were finally

driven out in 1492, their influence on the Spanish vocabulary remains. They gave such terms as almaceń, almohada, alberca, albañil and many more.

Let's look at the Castilian Spanish of el Poema de Mió Cid:

> Non era maravilla si quisiesse el rey Alfons
> fasta do lo fallassemos buscar lo iriemos nos
> por darle grand ondra commo a rey e senor...

This is Classical Spanish!

By the 13th Century, the Tomb of Saint James had become one of the most visited religious shrines. So great numbers of French Catholics journeyed to the Iberian Peninsula, leaving a permanent mark on the language through such words as jardín, paje, homenaje, cofre, manjar, jaula, hotel.

Thus, by the 14th Century there were several languages on the Peninsula, all having a Latin base. These languages were Castilian, Mirandes, Leonese, Aragonese, Andalusian, Mozarabe, Gallego-Portuguese, Sephardic-Spanish, Valencian, and Catalán.

The Castilian peoples quickly organized and began to expand their control to the south. In this expansion, Castilian culture and language was imposed on other peoples, but in turn underwent important changes through such cultural contacts. By 1492, the Castilian Monarchy ruled

over the entire Peninsula and formed a single Empire with one official language: Castilian. In the same year, the first Romance Language Grammar appeared, The Castilian Grammar of R. Antonio de Nebrija.

Yet despite the official status of Castilian and government attempts to wipe them out, the Basque, Valencian, and Catalan languages have survived.

The discovery of the Americas meant immense material riches for Spain and included a great number of indigenous words from the New World, such as: (1) canoa, huracán, amiz, caníbal, caribe and others from Arahuac; (2) coyote, tomate, chocolate, hule, cacahuate, cacao, aguacate, jícara, petaca, petate, and others from Nahuatl; (3) condor, alpaca, vicuña, pampa, papa, and others from Quechua.

During the Renaissance, Italy and Spain had important economic, political, and religious contacts. At that time, a great number of Italian words found their way into Spanish, such as: piano, carroza, medalla, fachada, and others.

Up to this point, we have seen that Castilian Spanish did not develop slowly, in isolation, but rather has had its base 75% Latin and 25% of all the languages mentioned heretofore.

Even in the Americas, Spanish has continued to evolve. Despite certain regional idioms and vocabulary words, Spanish speakers from different countries still can communicate very well. Dramatic evidence of this is the tremendous exchange of literature, movies, television programs, and songs between Hispanic countries.

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What is pure language?

In reflecting on the above brief treatments of the history of English and Spanish, one can realistically question such phrases as "correct" or "pure" language. English and Spanish have been and are still being subjected to many foreign influences, as are all other living langauges. All languages undergo many sound changes and alterations of grammatical forms such as verb conjugations, declensions of adjectives, etc. Words may even drop out or change their meaning completely.

Today, more and more common are such spoken forms as "I gotta go", "Wadja say?", "Diyaeet yet?", "jit jet?". In answer to the question, "Who's there?", when was the last time you heard, "It is I?" In speaking, does anyone seriously use the word whom? And what about such phrases as "twenty-three skiddoo," "You're the cat's meow," and "Kilroy was here". Will "nitty gritty" and "Let's rap" stay in the language?

Outside of Spain where is vosotros still used? It is popularly used only in Argentina and there in place of tú. Will "Echale un telefonazo" or "Agarra tu patín" remain in the language ? Further, what about "Dame un ojo de gringa" or "Quiero un cuero de rana"? How many Spanish speakers even use the "th" sound for "s"?

In Mexico, less and less use is made of the future tense endings.

Hablará is more commonly va a hablar.

Obviously, a comment about any single word or pattern might be true today and false twenty years from now, or vice versa, which forces us to reflect on the often-heard admonition, "That's not good..." "That's not correct..." "Please note that the..." can be filled in with English, Spanish, Thai, German, Greek; with any language.)

Who is it that decides the rightness and wrongness of language use, whether written or spoken? Remember the old rule against using a preposition to end a sentence? Winston Churchill commented on this rule by writing, "This is a situation up with which I will not put." Who questions his brilliance in using language, either spoken or written?

Language belongs to those who use it. If a group of people use language to communicate (isn't that the function of language?), who can challenge their language use on grounds of "purity"? What and whose standards are used to make such a judgment? Why is such a judgment even made?

The philosopher Seneca was constantly laughed at in Rome for speaking "corrupt and "impure Latin. What language was he speaking? History tells us that Seneca spoke an early form of Spanish. Seneca was also bilingual, writing in classic Latin much of the time,

Remember the Classical Spanish of Don Quixote de la Mancha? Many classical language forms remain in the Spanish of New Mexico: truxiste, vide, ansina -- to name but a few. Yet, one commonly hears these very words cited as evidence of the "bad" Spanish spoken there. Who makes such value judgments? On what grounds are they made? Why are they made?

Remember the British attitude toward the language of the colonials, the Yankees. In the era of maritime impressment, the "bad" English of American seamen was used to distinguish them from Britishers. Many people today even prefer to say that they speak, "British" or "Boston" English, not American English.

And within England itself, there are many varieties of English, including Yorkshire and Ccckney. Remember how Liza Doolittle in "My Fair Lady" said, "The rain in Spain falls mainly on the plain?" Her dialect was Cockney.

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Spanish and English in the United States of America

Due to historical events and social factors, there are many English and Spanish dialects around the world. Within the United States of America, there are many dialects of English and Spanish. Despite the many differences in sounds and word meanings, English speakers still communicate in English and Spanish speakers can still communicate in Spanish.

The bilingual English/Spanish speaker communicates in two languages often with an understandable use of English words when speaking Spanish, or Spanish words when speaking English. This loaning of words occurs whenever languages are in contact.

English itself contains a countless number of loan words. Spanish loan words have become part of English, including such commonly used words as cafeteria, banana, corral, mosquito, and thousands more. English loan words have entered Spanish in the U.S.A. and other countries; such at troca, orange, lonche, along with countless others.

Does anyone really believe we should throw out words of foreign origin? Do any of us have the right to label language as bad or inferior? If so why??

50 Appendix

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